



Alternate Assessment Eligibility

Assessment Workshop
Winter 2021

- **ELA & Math (and Alt Assessments)**
 - no remote option available; test to the greatest extent possible
- **English Learner Proficiency**
 - no remote option available; test to the greatest extent possible
- **Science**
 - requesting to not administer Science or Science-Alt
- **Participation Rate**
 - requesting to waive the 95% participation requirement
- **Report Card Indicators**
 - Requesting to NOT calculate attendance, student performance on the state assessments, English learner progress, and academic growth (information would still be made available in private report cards)
- **School Support Designations**
 - keep the school support designations the same (designations from 18-19 will continue).
 - No longer have a “special schools’ audit or designations

- Until we hear that our waiver, addendum, and amendment are approved, districts need to move forward testing Science and Science-Alt

- Information presented taken from the Alt Assessment Participation guidance document
- <https://doe.sd.gov/Assessment/documents/Alt-Guidelines-20.pdf>

Guidance for IEP Teams on Participation Decisions on the Alternate Assessment of South Dakota Content Standards

South Dakota Department of Education
08/29/2019



Background for the Alt Assessment

IDEA Sec. 300.160

(a) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs,...with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

ESSA Amendment to ESEA Sec. 1111(b)(2)(D)

State Requirements

- Base IEP team decision on States Alternate Assessment (AA) Identification Guidelines
- Inform Parents:
 - That their child's academic achievement will be measured based on alternate standards
 - How participation in the alternate assessment may delay or otherwise affect completing the requirements for a regular high school diploma

ESSA Amendment to ESEA Sec. 1111(b)(2)(D)

- Limits the number of students who may take an alternate assessment to no more than 1.0 percent of the total number of students in the state who are assessed in a given subject
- States, however, cannot place a limit on AA participation at a district (or school) level
- Requires districts to submit justification for overage and states to provide oversight and publicly post district data

Eligibility for the Alternate Assessment

- Why?
 - Making sure to use the right assessment for each student
 - ESSA 1% participation requirement
 - We are below the 1% requirements
 - Need to remain diligent in ensuring that student are taking the appropriate assessment

National Shifts in Definition to reduce 1% numbers

Idaho

- IQ typically 55 or less
- The student's course of study is primarily adaptive skills oriented typically not measured by state or district assessments.

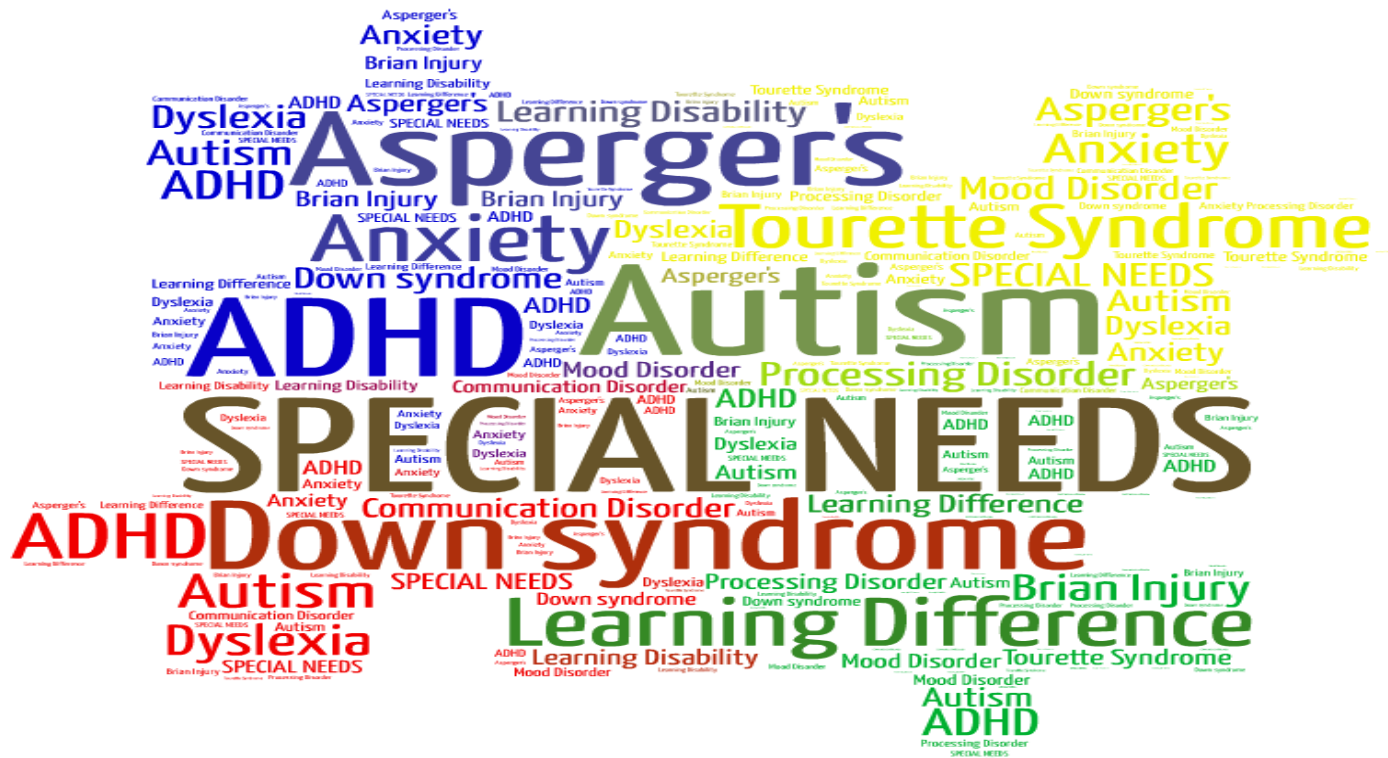
South Dakota looking at painting a clearer picture of the term “significant cognitive disabilities” as well.



Red Flags

- SLD or other level 1 category
- Not using Core Content Connectors
- Have previously taken regular assessments
- IQ right around 70

Which students are eligible for the Alternate Assessment?



Presume Competence



"When one door of happiness closes, another one opens; but often we look so long at the closed door that we do not see the one which has opened."

 ---Helen Keller---



Significant Cognitive Disability

- Significant Cognitive Disability
 - Not a separate category of disability
 - A designation given to a small number of students
 - Needs adaptive behavior skills
 - Considerations for purposes of participation in the alternate assessment,
 - ALL of the criteria must be true
 - Determined by the evidence collected
 - Considered by all members of the student's IEP team

Think About

- The conversation around determining whether or not a student meets the criteria for eligibility is an important one.
 - It drives the daily and long-term instruction as they prepare for options after high school.
 - It's paramount that students be engaged in the general education curriculum with appropriate modifications and the highest and most rigorous instruction appropriate.
 - If we fall short of this goal, we risk shortchanging and second-guessing a student's ability to achieve academically as well as in other areas such as life and job skills.

Core Content Connectors

- Things IEP teams need to think about:
 - For students with significant cognitive disabilities struggling to access the State Content Standards, a “bridge” called the Core Content Connectors (CCC) are available.
 - Core content connectors:
 - Divide the State Standards into smaller pieces
 - Don’t cover the full breadth of any State Content Standard
 - Allow access to grade level standards
 - Should be used to align intermediate goals on IEPs.



- Teachers and IEP teams
 - Need to consider which are appropriate for the student to use:
 - South Dakota Content Standards or
 - Core Content Connectors
 - What is used to guide the development of appropriate academic goals
 - To provide maximum engagement with the general curriculum and typical peers with appropriate
 - adaptations,
 - simplifications, and
 - modifications to grade-level materials and content

Participation and Eligibility Decisions

<https://doe.sd.gov/Assessment/alternate.aspx>

(Reference the Guidance for IEP Teams on Participation on the Alternate Assessment)



ELA and Math Alternate Assessment (MSAA)



Guidance Documents for Participation in the Alternate Assessment

- Guidance for IEP Teams on Participation on the Alternate Assessment
- Alt Assessment Worksheet
- Documentation of Evidence Worksheet
- Instructional Supports for Students with Significant Cognitive Disabilities
- Office of Assessment Website



Science Alternate Assessment



Other Useful Links or Documents

Participation and Eligibility Decisions

- Step 1: Understanding the Eligibility Criteria for Alternate Assessments
- Step 2: Gathering Evidence
- Step 3: Documenting the Decision

South Dakota's Alternate Assessment Participation Guidelines

The criteria for participation in the alternate assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Thus, a student who participates in the alternate assessment participates in this assessment for all content areas.

In addition, evidence for the decision for participating in the Multi State Alternate Assessment is **NOT BASED** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process)

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content linked to (derived from) the State Content Standards	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Content Standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in the Alternate Assessment only if **all responses** above are marked Yes

Student Name: _____ DOB: _____

SSID: _____ IEP Meeting Date: _____

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	Yes / No
2. The student is learning content linked to (derived from) the State Content Standards	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Content Standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in the Alternate Assessment only if all responses above are marked Yes

Step 1: Understanding the Eligibility Requirements

1. The student has a significant cognitive disability.

- Does student have a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior?
 - Review of student records and other evidence indicate a disability or multiple disabilities that prevent the student from meaningful participation in the standard academic core curriculum or achievement of the standards at their enrolled grade level.
 - Depends on others for many, and sometimes all, daily living needs, and requires extensive ongoing support in adulthood.

Step 2: Understanding the Eligibility Requirements

- 2. The student is learning content linked to (derived from) South Dakota state content standards).**
 - Goals and instruction for this student
 - adapted to reflect the enrolled South Dakota Content Standards grade-level CCCs and
 - address knowledge and skills that are appropriate and challenging for this student.
 - Life and job skills are also embedded and included as part of the student's instruction and may provide the context for access to the standards.

Step 3: Understanding the Eligibility Requirements

- 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.**
 - Demonstrated cognitive functioning and adaptive behavior is significantly below age expectations, even with program modifications, adaptations, and accommodations.
 - Impacts academic, life, and job skills in home, school, and community.
 - ways to acquire, maintain, generalize, demonstrate, and transfer skills

Step 3: Continued...

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.

- Covers the three aspects of learning:
 - ***What the student needs in order to learn.***
 - Student **requires** extensive, repeated, individualized instruction and supports from teachers and other professionals.
 - ***The types of materials required in order for the student to learn.***
 - Materials significantly modified, customized, and adapted to facilitate understanding.
 - ***How the student demonstrates their learning.***
 - Substantial supports needed to achieve gains in the grade-and-age-appropriate curriculum
 - Requires substantially adapted materials and customized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills

Gathering Evidence

- Two reasons for using multiple pieces of evidence to inform this decisions:
 - Prevents decision-making that relies on one type of evidence (e.g., IQ score or disability category)
 - Provides a complete picture of the student both academically and in social settings
 - Shouldn't be based on opinion or empathy



POSSIBLE LIST OF EVIDENCE FOR EACH STEP

• Documentation of Evidence Worksheet

<https://doe.sd.gov/assessment/alternate.aspx>

Documentation of Evidence Worksheet

This worksheet is designed to help IEP Teams match evidence to the specific criteria in order to help make decisions. It is not a required part of the decision-making process. If used, attach to the Eligibility Form.

Eligibility Criteria	Write Description of Documentation and Evidence Below	Sources of Evidence (check if used)
<p>1. Student has a disability that significantly impacts cognitive function and adaptive behavior*</p> <p>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>		<p><input type="checkbox"/> Results of Individual Cognitive Ability Test</p> <p><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p> <p><input type="checkbox"/> Results of individual and group administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable</p> <p><input type="checkbox"/> OTHER:</p>
<p>2. The student's instruction is aligned to the South Dakota Content Standards in ELA, Math, and Science but is adapted to reflect the knowledge and skills in the Core Content Connectors.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>		<p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p> <p><input type="checkbox"/> OTHER:</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>		<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction.</p> <p><input type="checkbox"/> Teacher collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP</p> <p><input type="checkbox"/> Transition Plan for students age 16 or younger, if</p>

Sources of evidence and data for Step 1:

- **Curriculum, instructional, and classroom evidence:**
 - Examples instructional objectives and materials
 - Work samples and data on progress from both school- and community-based instruction
 - Classroom work samples and data
 - Teacher observations
 - Progress monitoring data
- **Assessment data and evidence:**
 - Past state assessments to compare to classroom work
 - District-wide assessments
 - Reading assessments and any other academic achievement tests
 - Language assessments like ACCESS for ELLs or Alternate ACCESS for ELLs
 - Results of the initial or most recent evaluations of the student
 - Observations by teachers and other service providers as well as family and guardians

Sources of evidence and data for Step 1

continued...

- **IEP information including:**
 - Present levels of academic achievement and functional performance, goals, and short-term objectives or post-school outcomes from the IEP
 - Considerations for students with specific communication needs or modes (from multiple data sources)
 - Considerations for students who may be learning English as a second or other language (i.e., English language learners)

Evidence used to create effective instructional plans (Step 2)

- Use evidence in combination with other information to provide a more complete picture of the student's strengths and weaknesses.
 - **Disability category (or categories):**
 - No disability category that is able to predict 100% of a student's cognitive potential
 - Disability categories alone are not sufficient evidence to determine eligibility for the alternate assessment
 - **Cognitive ability of the student:**
 - IQ scores alone do not qualify a student for any assessment and should not be the sole basis for making a decision.

Sources of evidence and data for Step 3: Document the Evidence

- Two possible documents to use:
 - Alternate Assessment worksheet
 - Documentation of Evidence Worksheet

Step 3 Evidence

It is not based on...

- A disability category or label
- Expected poor performance on the general education assessment
- Administrator decision
- Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process)
- Anticipated disruptive behavior and/or emotional duress
- Impact of student scores on accountability system
- Low reading level/achievement level
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education services
- English Learner (EL) status





**THE TEAM HAS MADE THEIR
DECISION...NOW WHAT?**

If Decision is Yes

- If the IEP team determines that the student is eligible,
 - Within the IEP: In the assessment section (a, b, & c)
 - Complete the Evidence Based Worksheet or the Alternate Assessment Worksheet
 - attach a copy to the IEP
 - **Complete this form each year at the time of the IEP annual review.**
 - *This must also be documented for students participating in districtwide assessment(s)*

Assessment
<input type="checkbox"/> Student will be taking state and district-wide assessments with or without accommodations.
<input type="checkbox"/> Student will be taking state and district-wide alternate assessments (The alternate assessment is for students working in the alternate achievement <u>standards</u>) (Annual goal and short term objectives required) <ul style="list-style-type: none">a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment) <input type="checkbox"/> Yes <input type="checkbox"/> Nob. Explain the reason why the student cannot participate in the regular assessment. <div></div>c. Explain the reason why the alternate assessment selected is appropriate for this student. <div></div>
<input type="checkbox"/> No state and/or district-wide assessments are required at this student's grade level during the course of this annual IEP.

If Decision is *No*

- IEP team decides that the student is **not eligible**, then three things must happen:
 - Student will participate in the state's general assessments with appropriate accommodations as determined by the IEP team.
 - Instruction is aligned to the State Standards via the general education curriculum.
 - Will not be able to learn the academic skills and knowledge assessed on the state's general assessments without access to the general education curriculum
 - Record of the decision must be recorded with the PPWN
 - Evidence Based Worksheet or Alternate Assessment Worksheet **may be** completed
 - attached to the IEP and
 - placed in the student's file



STUDENT EXAMPLES

Student Example 1

13 years old and uses an augmentative communication device with voice and print output to take part in classroom discussions and activities, as well as to participate in assessments. Primary disability diagnosis is autism.

- **READING:** Reads using large print version of text; can answer some basic comprehension questions at grade level; has trouble with drawing conclusions or making inferences after reading; prefers to be read to; can read simplified text and text at the 3rd grade level
- **WRITING:** Can write simple stories with a beginning, middle, and end; use of details is limited; fast/slow, light/dark, tall/short, loud/soft, etc; visual impairments results in needing more time to complete writing assignments causing frustration
- **MATHEMATICS:** Requires a calculator for all math calculations; can get the correct answer by following step-by-step directions; requires being reminded often about some basic numeracy concepts eg. multiplication and division
- **OTHER CONSIDERATIONS:** Very adept at using a computer and/or iPad to download videos and to play games and music; severe anxiety; requires extensive coaching, prompting, and breaks; any testing requires several days to complete; severe Obsessive Compulsive Disorder (OCD) contributes to testing cannot be completed; test results may not reflect this student's true knowledge and abilities

1. Student has a disability that significantly impacts cognitive function and adaptive behavior*

Eligibility Criteria	Write Description of Documentation and Evidence Below	Sources of Evidence (check if used)
<p>1. Student has a disability that significantly impacts cognitive function and behavior</p> <p>YES <input type="radio"/> NO <input checked="" type="radio"/></p>	<ul style="list-style-type: none"> • Can answer basic comprehension questions at grade level but has trouble drawing conclusions • Prefers to be read to • Can get correct answer for math calculation with use of a calculator • OCD prevents completion of testing which may not reflect true knowledge and abilities • Adept at using a computer and iPad 	<ul style="list-style-type: none"> <input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Results of individual and group administered achievement tests <input checked="" type="checkbox"/> Results of informal assessments <input checked="" type="checkbox"/> Results of individual reading assessments <input type="checkbox"/> Results of district-wide alternate assessments <input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable <input type="checkbox"/> OTHER:

* Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life

2. The student's instruction is aligned to the South Dakota Content Standards in ELA, Math, and Science but is adapted to reflect he knowledge and skills in the Core Content Connectors.

2. The student's instruction is aligned to the South Dakota Content Standards in ELA, Math, and Science but is adapted to reflect the knowledge and skills in the Core Content Connectors.

YES ☐ NO ☒

- Can answer some basic comprehension questions at grade level but has trouble drawing conclusions
- Requires calculator for all math calculations and can get the correct answer by following formulaic directions
- Needs reminders often about some basic numeracy concepts.

- ☐ Examples of curriculum, instructional objectives and materials including work samples
- ☒ Present levels of academic and functional performance, goals and objectives from the IEP
- ☐ Data from scientific research-based interventions
- ☒ Progress monitoring data
- ☐ OTHER:

3. The student required extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age appropriate curriculum.

3. The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings.

YES ☒ NO ☐

- Can get correct answer following step-by-step directions
- Requires being reminded about some basic numeracy concepts
- Requires extensive coaching, prompting, modeling and breaks

- ☐ Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction.
- ☒ Teacher collected data and checklists
- ☒ Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP
- ☐ Transition Plan for students age 14 or younger, if necessary
- ☐ OTHER:

The student is eligible to participate in alternate assessment only if ALL responses above are marked YES

Student Example 2

9 years old; autism; speaks using two- and three-word phrases after hearing answers modeled; exhibits echolalia; most speech consists of “yes/no” answers; does not use an Augmentative and Alternative Communication (AAC) device; is involved in a program to develop conversational speech skills; is showing some improvement; IQ of 60.

- **READING:** Able to identify familiar pictures and picture symbols; has emerging sight word vocabulary of about 25 words; can read somewhat independently texts at the Kindergarten or pre-K level, include pictures and picture symbols with intensive support from her teacher; can understand texts closer to grade level (not on grade level) with supports such as picture symbols and having the text read aloud by an aide or teacher and are about subjects enjoyed by student ; enjoys books that have tactile supports embedded in the text; will only read if provided intensive supports like prompting, cueing, refocusing, in a one-on-one environment and with frequent breaks and text is an enjoyable subject; historical or informational texts are not interesting
- **WRITING:** Can independently write first and last name; can copy text; not clear if copied text is understood; can write Subject-Verb sentences using word cards with picture symbols; does not enjoy writing.
- **MATHEMATICS:** Can count same-color blocks up to ten; does not understand the concepts of subtraction or addition; must re-count the blocks to arrive at an answer; “More/less” is a difficult concept when using numerals; can tell which group of things is more or less than another group of the same things but not when the groups are different (group of pencils and group of erasers)
- **OTHER CONSIDERATIONS:** Can click and drag using an adapted mouse on a computer; only when provided a model and a clear objective (like playing a simple game); has difficulty when activities change from a set schedule; has difficulty sharing with other students in the class; understands sequences of events (first, next, last, etc.) but not the idea that something is scheduled to happen at 2:00, for example; enjoys being outside

Yes or No

1. Student has a disability that significantly impacts cognitive function and adaptive behavior
2. The student's instruction is aligned to the South Dakota Content Standards in ELA, Math, and Science but is adapted to reflect he knowledge and skills in the Core Content Connectors.
3. The student required extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age appropriate curriculum.



COMMON ALTERNATE ASSESSMENT QUESTIONS

Question

- If the IEP team decides student annual goals will align to CCCs, the student automatically qualifies for the alternate assessment (MSAA/SDSA)

Answer

- No, student would not **automatically** qualify.
- Student still must meet all 3 alternate assessment criteria.
- CCC are developed to be components of regular ELA, Math or Science standards.
- Level 4 students may be advancing toward the full general education standards.



Question

- Student has a cognitive disability. She struggles academically and utilizes modification on general content standards.
- If we write annual goals to CCC, student qualifies for alternate assessment.

Answer

- No, it student can access the general content standards, then should take the general assessment with accommodations.
- **Unless** the modification have become so significant and it appears they are accessing CCC instead, then student **could** qualify if meet the significant discrepancy and has data to support it.



THIS 'N THAT

Alternate Accommodations

- Assistive Technology
- Paper Version
- Scribe
- Sign Language
- Large Print
- Braille

Accommodations and Modifications

Accommodations/Modifications/Supplementary Aides and Services	Frequency	Location	Duration
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

State Assessment Accommodations

Smarter Balanced ELA (Gr 3-8 & 11):

Test:

Smarter Balanced Math (Gr 3-8 & 11):

Test:

Dakota STEP Science (Gr 5, 8 & 11):

Test:

* MSAA (ELA and Math) Assessment and South Dakota Science Alternate (SDS-A)
Accommodations for both instruction and assessment must be documented.

- Must be written into the IEP on the Instructional and Statewide Section
- All others are embedded within the assessment platform

- If yes, student will take the alternate assessment,
- Staff notify the district Infinite Campus person
 - In the enrollment tab
 - Check the box “Participate in the Alt Assessment”

Summary **Enrollments** Flags Assessment Behavior Graduation Records Transfer

☐ Title 1 Reading
 ☐ Title 1 Supporting Guidance
 ☐ Title 1 Social Science
 ☐ Title 1 Science

☐ Title 1 Vocational
 ☐ Title 1 Health/Dental/Eye Care
 ☐ Title 1 Math

Special Ed Fields

* Effective Date	Special Ed Program	Special Ed Category
08/24/2017		
	Primary Disability	Multiple Disability 1
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5

Recreational Therapy Hours
 Speech/Language Therapy Hours
 Orientation Mobility Hours
 Other Service Hours
 Assistive Technology
 ASD Severity Communication Level

Social Work Service Hours
 Transportation
 ASD Severity Behaviors Level

Audiological Services Hours
 School Health Services Hours
 Counseling Services Hours

☒ Participates in Alt. Assessment

Used for the
Assessment Pull

Resources

- <https://doe.sd.gov/assessment/alternate.aspx>
 - Guidance for IEP Teams on Participation on the Alternate Assessment
 - Alt Assessment Worksheet
 - Documentation of Evidence Worksheet
 - Instructional Supports for Students with Significant Cognitive Disabilities

Instructional Supports for Students with Significant Cognitive Disabilities

- <https://doe.sd.gov/sped/instructionalSCD.aspx>
 - NCSC Wiki (for the ELA and Math CCCs)
 - Curriculum Resources (to find the CCCs)
 - Science Content Standard with CCCs

+ [ELA and Math Core Content Connectors \(CCCs\): NCSC Web Based Resources](#)

– [Science Content Standard with Core Content Connectors \(CCCs\)](#)

Science Content Standard with Core Content Connectors (CCCs)

Grade Span	High School	Middle school	K-5 Elementary
Presentation	High School	Middle School (6-8)	K-5 (Elementary)
	Standard Presentation(12/18)	Standard Presentation(12/18)	Standard Presentation(12/18)
Standards	High School Science with CCC (2017)	Grades 6-8 Science with CCC (2017)	Grade K-5 Science with CCC (2017)

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Curriculum Resources

The NCSC GSEG intends to provide quality curriculum resources for students with significant cognitive disabilities. Using the [Learning Progressions Frameworks](#), [Core Content Connectors](#). The Core Content Connectors (CCC) are [Content Modules](#) that present specific content across grade bands.

Contents [hide]

- 1 Common Core State Standards
- 2 Learning Progressions Frameworks
- 3 Graduated Understandings
- 4 Core Content Connectors
- 5 Content Modules
- 6 Sample Items



Students with the Most Significant Cognitive Disabilities

- TIES Center recently published a resource, titled *Using the Least Dangerous Assumption in Educational Decisions*. There has been insufficient research to date to know what students with the most significant cognitive disabilities are able to do when given the opportunity to learn rigorous content while provided with appropriate supports. The least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions that, if incorrect, will have the least dangerous effect on student outcomes and learning. https://tiescenter.org/resource/SH/Py-il1RbSn3Hb5fMYLZA?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term= TIES Center is the national technical assistance center on inclusive practices and policies. It works with states, districts, and schools to support the movement of students from less inclusive to more inclusive environments.

Contacts

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